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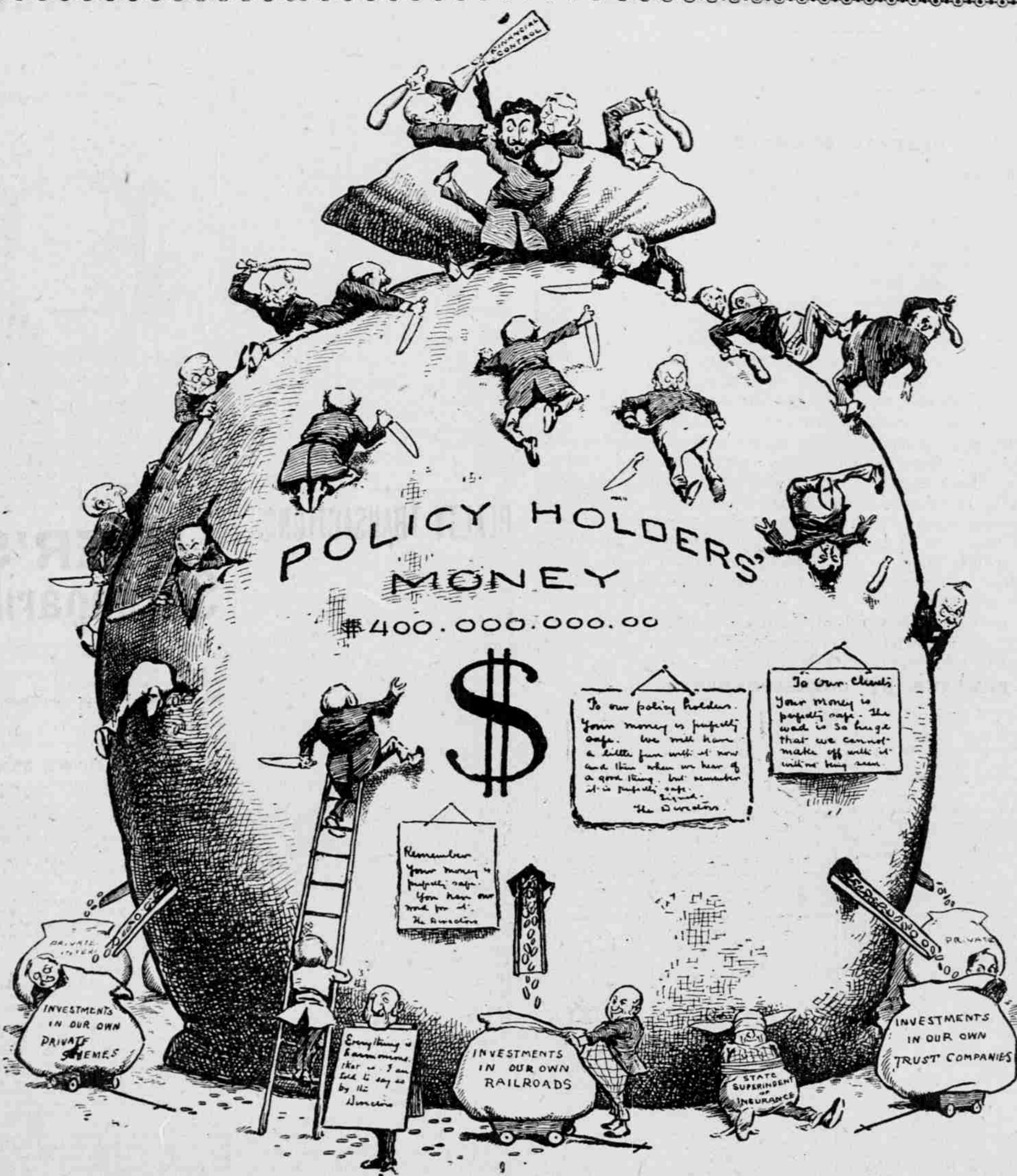
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PROMOTE SOCIAL PURITY  
BY EDUCATIONAL MEANS

(By Miss Ellsner—Read Before the Mothers and Teachers' Club.)  
(Continued from yesterday.)

Now, if our hearts are overflowing with love and desire to share this perception of the beautiful, if we have it, it will not be difficult to kindle the imagination of our little charges and arouse their powers for keen observation. Of course, we are not all born teachers and much perfunctory work will always be done; but after certain thought material becomes common property, it will be less difficult to fall in line and perform our duty with more hearty enthusiasm. The very realization of consciously doing our share toward the unfolding and betterment of the human race, is, in itself, so inspiring that the contemplation of this alone should be enough to arouse even the most phlegmatic nature into joyous action.

The teacher of today must indeed be wide-awake, when we realize the variety of features that are now receiving attention outside of the regular intellectual work; cleanliness, system and order are enforced; dress and the beautifying of school rooms and grounds receive attention. Flowers and plants offer endless opportunity for observation and the cultivation of the aesthetic sense. The same will be the case in regard to good pictures, which lend such wonderful unconscious influence to their surroundings.

Music is another factor that cannot be overestimated. Good music is a language that speaks of things beyond the ordinary senses and unconsciously lifts the soul to higher purpose.

Those with a good musical education can find no better opportunity for its use (if time permits, than to visit the schools from time to time, and arouse the enthusiasm of the assembled students by their recitations.

To some, recitations are more welcome, but all is accepted gratefully, and all rejoice over such events.

The influence of the opera, "The House that Jack built," was a striking illustration of such influence and response. Games are, of course, indispensable, and when boys and girls enjoy their sports in companionship, there exists the greatest wholesome-ness and it fills a double purpose—recreation and association. These, in connection with the constant vigilance required to control habits of intemperance, tobacco, etc., make it indeed a stupendous but glorious mission to be a teacher.

We have an acknowledged fine educational system here, and we have reason to be truly grateful and appreciative of bettered conditions, which no doubt we are but there is room for improvement, and, unfortunately, there are some teachers with small salaries perhaps who are easily satisfied.

If their results are accepted, even

if they barely come up to the standard, they rest on this degree of attainment without ambition enough to even make an effort at something higher.

The instituting of such teachers can of course only be accounted for on the grounds of dearth of material. Many of our young teachers of a certain class are even deficient in intelligent reading; to these a compulsory course of reading, in connection with their regular work, would be a God-send. These same teachers would also be greatly assisted in their practical work with little ones, by acquainting themselves with simple literature, incident to child-life and needs—the material of which is neither tedious through technicalities, nor does it require comprehensive, scientific research; it is easily understood and can be readily used in connection with other studies and brighten life wonderfully.

Educational Journals are teeming with announcements of such material, that have been tried. This little trouble, which, by the way, is a wonderful help in self-development, is always many times repaid by the love and devotion it calls forth on the part of the pupils.

We must never forget that, since no two things can occupy the same point in space at the same time, neither can opposites be entertained by the mind at the same time—fill up your pupils with wholesome and noble thoughts and there is no room left for the others.

Teachers should necessarily be ever conscious of their aim to obtain lasting results, and these moral and ethical teachings should from time to time increase in comprehensiveness, as the growing perceptions of the individuals warrant. There are works that have been purposely written to elevate the moral and ethical standard which may serve the conscientious teacher with material for selection. Many of these are used in public schools in different parts of the States and are treasured by progressive individuals everywhere. These are published by the Wood Allen Pub. Co., of Ann Arbor, Mich., and are endorsed by the National Superintendent of the Purify Department. Then there are the leaflets of the White Cross Series. Some of this literature for the young would be an eye-opener to many a well-read father and mother, and may be placed in the hands of our young people with profit and safety, providing they have been carefully selected for their individual needs. Indiscriminate use of such material is always objectionable, as well as harmful.

If a collection of these books could be purchased and used as a "circulating library" among the teachers, incalculable good might result therefrom.

That parents are not generally well informed as to how to treat this vital

subject with their children is shown by the fact that, not infrequently, a friend or teacher is requested to perform this delicate mission of introducing their child to the wider life, which should be considered their special privilege and duty, cementing their natural relationship into the closest tie of companionship for life.

Parents often neglect to take a perspective view of the varying phases in the life of their offspring, and estrangement and disregard on the part of the child may frequently be traced to the lack of discernment towards their rights as individuals, and the needs of the awakening soul—thus the former sacrifice their claim to future control and guidance, this, in turn, creating an opening for waywardness and self-indulgence, the worst possible.

The association and attitude of parents and teachers toward the child during the period of adolescence is, next to the influence of early childhood, the most important and of greatest consequence to the individual and thus to the whole. Since the majority of children are enjoying the advantages of school life during this formative period, it behooves those of us who are teachers to examine our responsibilities in regard to their moral and ethical development, as well as to the accepted lines of study.

The previous training has opened the way, and now we should illumine the minds of those just approaching the critical age, and give direction to our maturing sons and daughters who are struggling with these mysteries and wonderful world—of which the development period, as these latent finer forces assert themselves, all questions pertaining to religion, morals and ethics, assume unusual proportions, and every bit of information is devoured with avidity. Their heightened sensibilities and eagerness to learn makes it a comparatively easy and delightful task to unfold some of the splendors of this wonderful world—of which the development of self is the greatest. This natural curiosity about things hidden, once being appeased, the child assumes a very different attitude, and, as his powers develop, he begins to feel his importance as an individual and his

relationship to the whole. This increased self-respect spurs him on to the cultivation of will power and the finer graces, and prepares him for great things. The realization of the solidarity of the human race is one of the most useful factors in this stage of development (as it was in early childhood) in overcoming or preventing undue selfishness.

They readily accept the idea that selfishness, as an evolutionary force, has served its purpose of bringing the greater part of the progress of humanity to its present state, and that after a certain stage of development has been reached, growth on these lines for either the unit or aggregate is no longer possible, and the substitution of higher laws becomes necessary, before the "realization of the purpose of life" grows into a living factor. The American poet's lines express it well: "New times demand new measures and new men. The world advances and in time outgrows those laws that in our fathers' days were best."

This theme invariably elicits the greatest interest and response to right action. It takes strong resolution to face the accepted opinions and customs of the conventional world, but no individual can be indifferent to his actions for either right or wrong, when he once realizes the stupendous fact that he forms a necessary link in the chain of human life and that every thought and act will leave their impress in one phase or another, affecting the whole in proportion to their impulse for good or evil.

Even in early years, let a child become impressed with the idea as to its usefulness, even as to its thoughts, and you have laid the cornerstone to a life of healthful activity.

(To be continued.)

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